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ABSTRACT

Pupils participating in the 1971-1972 tryout of the Southwest Regional Laboratory (SWRL) First-Grade Spelling Program were taught to combine consonants and consonant clusters with word elements to form program words. This paper presents the sequence of instruction for these elements and the rationale used in deriving this sequence. In addition, it also provides a list of regular words, sign words, and transfer words, as well as lists of contrast items to be emphasized in teaching pupils to discriminate between elements and between vowel correspondences. (Author)

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SOUTHWEST REGIONAL LABORATORY TECHNICAL NOTE

DATE: August 25, 1971

NO: TN 3-71-21

TITLE: SEQUENCE, PROGRAM WORDS, AND SEQUENCE RATIONALE FOR THE
1971 REVISED FIRST-GRADE SPELLING PROGRAM

AUTHOR: Betty Berdiansky

ABSTRACT

Pupils participating in the 1971-1972 tryout of the First-Grade Spelling Program will be taught to combine consonants (and later, consonant clusters) with word elements to form program words. This paper presents the sequence of instruction for these elements, and the rationale used in deriving this sequence. In addition, it also provides a list of regular words, sight words, and transfer words, as well as lists of contrast items to be emphasized in teaching pupils to discriminate between elements and between vowel correspondences.

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Section I

Sequence Rationale

The 1971 tryout of the SWRL spelling component (described by Butler, 1971a) was conducted in order to evaluate the program under natural classroom conditions so that potential improvements could be identified and incorporated into subsequent developments. Although pupils performed relatively well in that tryout (Butler, 1971b), an analysis of the errors made on tests indicated that pupils need more listening and spelling practice in order to discriminate between certain sound-to-spelling correspondences (Schwab, 1971). Their problems seemed most often to revolve around discriminating between minimal pairs (words which differed by only one letter). This was particularly true for those pairs which differed only in the vowel, the presence of a silent e (long vowels: -VCe vs. short vowels: -VC),* single consonants vs. consonant clusters, and -Vck vs. -Vke contrasts. And while pupils did well in the 1971 tryout when tested on elements and regular words, they did not do as well on transfer words (Butler, 1971b). So, apparently, not only were parts of the program elements (e.g., the individual vowel or the silent e) not learned or remembered as well as expected, but also pupils seem not to have adequately understood and internalized the principle that they could spell new words by taking the consonants and elements they had learned and combining them appropriately.

The author appreciates the assistance of Pat Butler, Bruce Cronnell and Donna Schwab in making decisions regarding revisions for the 1971 Spelling Program.

*V = any single letter vowel. C = any single letter consonant. A lower-case letter represents that letter itself (e.g., c = the letter c, whereas C = any consonant).

As a result of the error analysis, the revised spelling sequence places heavy emphasis on minimal pair discrimination, vowel sound and spelling discrimination, and on exercises in which similar words are compared and contrasted (see Section IV for specific exercise contrasts). It is hypothesized that this particular kind of content organization will cause pupils to pay more careful attention to, and thus better discriminate, the sounds and spellings of words. Few if any commercial spelling programs provide carefully selected and sequenced contrasts between program words and their most frequent misspellings (Cronnell, 1970). An aim of the 1971 Revised Spelling Program is to determine whether a significant improvement in pupil spelling performance will result from the use of minimal pairs and contrasts, from having the units sequenced and the lessons designed for better emphasis on spelling concepts (e.g., short vowels, digraphs, consonant clusters) and error types (e.g., omission of final e in -Vke exemplars), and from the additional revisions to be discussed below.

Sequence

In general, the lesson units for the revised sequence are arranged in order of increasing difficulty. Elements and concepts with lower error rates are introduced before those with high error rates. Single letter consonants and short vowels are first in the sequence. Next are digraphs, elements composed of vowels followed by geminate consonants (e.g., -ill, -iss), digraphs, long vowels, -Vck and -Vke exemplars, consonant clusters (e.g., bl-, -nd), suffixes and -Vr exemplars.

The SWRL Mod 2 reading sequence has been followed when appropriate. Departures from that sequence are due to differences between reading and spelling problems. For instance, pupils have little difficulty remembering that a double l, f or s in a word is usually pronounced the same as a single l, f or s would be. However, they do commonly forget that a final /l/, /f/ or /s/ at the end of a word is usually spelled with two l's, f's or s's. Therefore, whereas in the reading program, a geminate can be introduced as soon as its corresponding single consonant is, in the spelling program, geminates are taught in one unit after all of the single consonants have been introduced.

Since the spelling program begins in the first-grade, whereas the reading program commences in kindergarten, not all of the Mod 2 second-year reading rules could be included. Only one-syllable words will be taught in the first-grade spelling program, so all Mod 2 first-grade reading rules involving two-syllable words (Vowel rules 16 & 17, Y17, LE22) are excluded. Also excluded are C11, G11, TCH10, A25, Y15, the high frequency secondary vowels (except for ay), rules for common vowel exceptions, -VCCe words, -ed and -es suffixes, and suffixes in which the final consonant is doubled or the final e is dropped.

Consonants. The specific sequence of the consonants was determined by productivity in CVC words, and by error frequency. For example, the letter n, due to its productivity in -Vn elements, would have appeared at the very beginning of the sequence. But it was decided that the element -an would not be a wise choice for introducing a because nasal consonants such as /n/ change the pronunciation of the preceding vowel. Consequently

n was sequenced in Unit 3. The letter m, which is also a nasal, is taught in Unit 1, but only as a beginning letter. It is productive as a beginning letter whereas n is not. The low frequency elements -am and -im are listed in parentheses in Unit 4.

The consonants m and n, b and d, and b and p, are separated in the spelling sequence due to auditory and visual discrimination problems. The letters b and d are contrasted, however, when d is introduced in Unit 4, so that pupils can practice letter direction as well as auditory discrimination.

The consonants c and k are introduced together (Unit 7) in order to provide instruction on the /k/ → c or k choice. The rule is that beginning /k/ → c before an a, o, u, i, or r; and /k/ → k before e, u, or y. It was decided that c and k would not be introduced until o entered the sequence so that there would be exemplars for c followed by at least two different vowels (a and o), even though k would only have ki- exemplars. It did not seem worthwhile to wait until e entered the sequence in Unit 8 because the only ke- exemplar which could enter the sequence at that time was keg. And keg was not chosen as a program word due to its extremely low frequency. Even later, the only other ke- exemplars are keep (a program word), kept, keen, and kelp.

The -Vck vs. -Vke distinctions are introduced after the long vowels. When final consonant clusters are introduced, then the -Vck vs. -Vck distinctions will receive instruction. The basic rule will be: "A /k/ sound at the end of a word is spelled ck if the sound just before it is a short vowel. But if the sound before it is another consonant,

the /k/ sound is spelled k." Consonant clusters are taught late in the program because of the tendency for pupils to omit one of the consonants and to write a CVC word rather than a CVCC or CCVC word (e.g., pupils might spell plan or pan as pan).

Vowels. Like the consonants, the vowels are sequenced so that those with lower error rates and higher frequencies are introduced before those with high error rates and lower frequencies. The five short vowels, and later the long vowels, are taught in separate units so that more attention can be drawn to their pronunciations and most common misspellings. Short vowels are sequenced before long vowels because the short vowels are higher frequency and have simpler environmental constraints (-VC(C) vs. -VCe).

Vowels are introduced in the order: a, i, u, o, e. According to George Marsh's (1970) auditory discrimination study and the error data from the 1971 spelling tryout (Schwab, 1971), the short vowels a and i are the least confused with each other and with the other short vowels. The short vowel e, on the other hand, is the vowel most often confused with other short vowels, and so is sequenced last. Although i is the highest frequency short vowel, a is sequenced first. This is because a is the first letter of the alphabet and a was the letter most often substituted by pupils for other vowels in the 1971 pretest, so a is probably the vowel most familiar to the pupils. Also, the frequency of a is not appreciably lower than that of i. The letter u is of lower frequency than o, but is sequenced before it because o is often confused with a, and u is not usually confused with any of the other vowels.

The word-final vowels -e, -o, and -y are sequenced together (in Unit 13) because they share the same principle of a single letter representing a long vowel at the end of short words. The secondary vowel ay, representing final a, is also included (Unit 22) due to its relatively high frequency.

When the -VCe long vowel elements are introduced, there will be comparisons made with -VC elements in order to provide minimal pair contrasts (e.g., mad vs. made). The -VC vs. -VCe units (15-18) also include -VCe exemplars that have no corresponding -VC exemplars. Thus, when necessary, CVC and VCe comparisons will be made using words in which the beginning consonants differ (e.g., fun vs. tune).

The long vowel geminate ee, which occurs in high frequency words, is introduced in the sequence after the -VCe elements and in place of -eCe since there are practically no -eCe exemplars.

The -Vr exemplars are sequenced last in the program because of their low frequency occurrence in one-syllable words and because, except in -er suffixes, no rules can be given to the pupils to help them determine whether the -er sound is spelled er, ir, or ur. Those exemplars simply have to be learned as sight words.

Program Words

Each unit in the revised sequence contains an average of 6 elements and 10 program words. Altogether, in 30 weeks of instruction (including 6 review weeks), 253 words are taught. Of those 253 words, 182 are regularly-spelled words (153 derived from program elements and 29 from low frequency non-program elements which are listed in parentheses in

the appropriate units), 52 are sight words, and 19 are program elements which also happen to be real words (e.g., at).

Several word-frequency lists were consulted and, wherever possible, high frequency words were included as program words. Because of the limitation of 10 program words per unit, a few regularly-spelled, high-frequency words following the first-grade spelling rules could not be included. These words, however, will be included in rhyming and contrast exercises.

Most of the high frequency sight words included in the sequence are irregularly-spelled, but some are comprised of rules which will be postponed until second-grade. When possible, sight words are grouped in the sequence by patterns [e.g., /z/ → s in is, his (Unit 3); and as, has, was (Unit 23). /Vv/ → -vve in have, give, live (Unit 6)].

Transfer words corresponding to each unit were chosen for testing pupils on their ability to generalize consonant + VC elements into the spelling of words that have not been previously practiced. To increase the likelihood that pupils will not have been exposed to these words, 46 of the 50 low-frequency transfer words which will be reserved for the weekly tests do not occur in the Mod 1 or the Mod 2 reading program or in the spelling exercises. The 4 exceptions are Mod 1 or Mod 2 words which had to be included due to lexicon limitations.

Summary

To summarize, elements are sequenced so that each unit emphasizes a specific concept (e.g., short vowels, digraphs, consonant clusters) or contrast which can be concentrated upon instruction. Vowels are

sequenced into separate units so that more attention can be drawn to their individual sound characteristics and their most common misspellings. And elements and concepts are sequenced from low error rates to high error rates, with consonant clusters introduced late in the sequence because of their high letter-omission error rates.

Minimal pairs were chosen as program words for each unit in order to facilitate discrimination of the letters and sounds that present pupils with the most difficulty. High-frequency words were chosen whenever possible, but at times low-frequency words had to be included as exemplars of a given element or low-frequency consonant. There are, in fact, specific reasons for the inclusion of each word in the sequence, although this paper does not go into such a detailed unit-by-unit rationale.

SECTION II

Sequence and Program Words

Section II lists the exemplars chosen to be program words (including sight words) and transfer words. Under the "Unit" column, the underlined elements are those which are also real words of high-to-medium frequency. These "real word" elements are not relisted as exemplars because pupils will be tested on these words as elements. Under this same column heading, contrasts are printed inside boxes (e.g., ip-it means that exercises should be planned in which pupils compare and contrast exemplars ending in the element ip versus the element it: sip vs. sit). These are contrasts with which the pupils often have difficulty. Section II lists contrasts for each unit's lesson exercises. Dialect variations are also noted when necessary.

The elements listed in parenthesis in the "Unit" column are low-frequency non-program elements. Their program exemplars are listed under the column heading, "() Elements." If the elements in parentheses are also actual words and are chosen as program words (e.g., up, us), they will be listed in the "() Element" column.

Under the column heading, "Regular Words," the program words formed by Unit Consonants + Unit Elements are listed first. Then the program words formed by either Unit Consonants + Past Elements or by Unit Elements + Past Consonants are listed. In Units 15-18, the words in parentheses are the -VC contrasts to the -VCe program words introduced there.

Words listed as sight words are either irregularly spelled (e.g., said) or they have elements which are not introduced in this first-grade program (e.g., off, eat).

Transfer words are chosen for testing pupils on their ability to generalize consonant + vowel-consonant elements into the spelling of words they haven't done before. To increase the likelihood that pupils wouldn't have spelled or even read these words before, the 50 transfer words for the weekly test are all low-frequency non-Mod 1 or Mod 2 words (except for tip, yet, path and sort), and will be excluded from contrast and rhyming lesson exercises.

1971-72 SPELLING

SEQUENCE AND PROGRAM WORDS

TRANSFER WORDS

SIGHT WORDS

() ELEMENTS

REGULAR WORDS

UNIT

1: m, p, t
a, ap, at

2: b, h, s
i, ip, it

ip-it
at-it

3: f, n, r
an, in

an-in

4: d, g, l, w
ad, id, ag, ig
(am, im; ab, ib)

ad-id
ag-ig

b-d

Final d-t

5: REVIEW
UNITS 1-4

map, mat
pat
tap

bit
hip, hit
sip, sit

bat
sat
hat

fan
ran

fit
nap
pan, pin
tan

dad, did
lid
wag, wig

bad, big
had

tip
sap

fin
ban

pad
lip

is, his

a

i

if

am
him

UNIT	REGULAR WORDS	() ELEMENTS	SIGHT WORDS	TRANSFER WORDS
6:	j, v u, un, ut; ug (up, us; ub, ud, um) <div>ag-ig-ug an-in-un at-it-ut</div> <div>j-g</div>	van but run up us gum jam	have live, give	bun jut
7:	k, c o, og*, ot: -op (on; ob, od, om) <div>oC-aC</div> <div>ki-ca, co, cu</div> <div>o → /a/ or /aw/ for-og, on, off</div>	cot can cat cut kid, kit dog* got on*	off*	tot cob
8:	x, y, z e, ed, eg, en, et (es; em) (ix, ox; ax) <div>eg-ag ed-ad et-at en-an-in</div>	get, let bed ten, pen beg	yes six box zoo	yet hem

9: REVIEW
UNITS 6-8

*The teacher should explain that the o may be pronounced [a] or [aw] in the words on and off, and in the words in -og.

TRANSFER WORDS

SIGHT WORDS

() ELEMENTS

REGULAR WORDS

UNIT

shot
path

the, they

them, this
with

shop
dash, dish
that, then

sh, th
ash, ish
(ush)
(ath, ith)

sh-s-h
th-t

chat
chug

what
where, there

rich, which
much, such

chin, chop
when

ch, wh
(ich, uch)

ch-c-sh
wh-w

wh → /hw/ or /w/

hall
mill

put, push

quit
tell, well
will
tall, call
pull
miss

qu
ell, ill
all, ull
-ss
(ff, dd, gg, zz)

shy
ho

he, me, she, be
go, no, so
why, my, by.

-e, -o, -y

date
shape

do, to, who
does

safe

made (mad)*
tape (tap)
came
late
gave

-acè (vs. -ac)
adè, amè, ape,
ate, ale, ave;
ane
(afe)

14: REVIEW

UNITS 1-13

*The words in parentheses are the short-vowel (VC) contrasts to the long-vowel (VCe) program words.

TRANSFER WORDS

SIGHT WORDS

() ELEMENTS

REGULAR WORDS

UNIT

shine
dive

one, two, four

ride (rid)
kite (kit)
time
white
nine
five
fire

code
zone

come, some
love
were

bone

rode (rod)
hope (hop)
note (not)
home
more

sure
of
from

tube, (tub)
cute (cut)
rule

peek
deep

three
here

keep
week

fake
tick

back, bake
make, take
lick, like
quick
rock
joke
luck

16: -iCe (vs. -iC)
ide, ime, ine
ite, ile, ive, ire;
ipe
(ife)

17: -oCe (vs. -oC)
ode, ope, ote,
ome, ore;
ole
(one; obe, ove)

18: -uCe (vs. -uC)
ube, ute, ule;
ure
(ude, ume, une)

-ee
eek, eep;
ee, eed, een, eet
(eef, eem, eeth)

u → /yu/ or /u/
for uCe words

e-ee

19: -Vck vs: -Vke
ack-ake
ick-ike
ock-oke
uck
(eck)

20: REVIEW
UNITS 15-18

TRANSFER WORDS

SIGHT WORDS

() ELEMENTS

REGULAR WORDS

UNIT

brag
trash

you, your
out, our
saw

broke
cry
free
green
try

Cr-
br, cr, dr,
fr, gr, pr, tr

Cr-C

lay
flag

eat
dear
said

black
class
fly
play
day, say
way

Cl-
bl, cl, fl, pl;
gl

ay

Cl-C

smell
slap

as, has
was
(Review is, his)
good, look

sky
sleep
smile
spell
stop

sC-
sk, sl, sm
sp, st;
sn, sw
(sc)

/K/ → K/-y

dent
rust

help

self
jump
stand, send
went
fast, best
just, must

-CC
lf (elf)
mp (imp)
nd (and, end)
nt (ant)
st
(lp; ld, lm, lt)

VC-VCC

hang
pink

their

sing, thing.
king
bang
long
think, thank
milk
desk

ng, nk (ink)
lk, sk (ask)

Vck-VCK

ng-g
nk-n
ck-k

TRANSFER WORDS

SIGHT WORDS

() ELEMENTS

REGULAR WORDS

UNIT

o → /a/ or /aw/
for -ong, -onk

26: REVIEW
UNITS 15-25

27: Suffixes
-ing, -s, -er

Base-Base + suffix;
no doubling final
consonant and no
dropping final e.

28: ar, ark, arm
art
(ard, arn)

ar-arC-aC

29: ir, or, orn, ort
(irt, urn
urt, ird, irl, irst;
ur)

Vr-VrC-VC

30: REVIEW UNITS 1-29
FINAL TEST

sleeping
faster

her
want
been

going
spelling, sending
beds, sits
taller, helper

barn
dart

are
word
work

hard
yarn

car, far
park
farm
start

born
sort

shirt
turn
hurt

bird
girl
first

sir
corn
for
short

SECTION III

Notes About the Program Words

The notes below are for product developers of the 1971 Revised Spelling Program to take into consideration when writing the lesson exercises and comments to teachers about the program words. The letters underlined in the program words below are those which cause the most spelling errors. Exercises could be written using this information, so that, for example, pupils could be asked to circle the irregular parts of sight words, or to underline a given vowel in a list of words, or to write two words which differ by only one letter--the letter causing the most confusion between the two words. Other common difficulties are also noted, and contrast exercises are suggested (See Section IV for additional contrasts). The notes regarding the common errors are based on the errors made by pupils in the 1971 Tryout, as compiled by Donna Schwab (1971).

<u>UNIT</u>	<u>REGULAR PROGRAM WORDS</u>	<u>SIGHT WORDS</u>	<u>NOTES</u>
1:	map, mat pat tap		Emphasize the different last letters in <u>map</u> and <u>mat</u> . Since <u>a</u> is the only vowel, and there are few words in this unit, time can be spent on oral discrimination of sounds and on blending.
2:	<u>b</u> it, <u>b</u> at <u>h</u> ip, <u>h</u> it, <u>h</u> at <u>s</u> ip, <u>s</u> it, <u>s</u> at		Contrast <u>i</u> and <u>a</u> in the words. Also, final <u>p</u> and <u>t</u> . Have pupils practice writing <u>b</u> for the correct direction.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES *
3:	<u>f</u> an, <u>f</u> it <u>p</u> an, <u>p</u> in <u>t</u> an, <u>t</u> in <u>r</u> an <u>n</u> ap if	<u>i</u> s, <u>h</u> is	The <u>an-in</u> contrast is difficult because the <u>n</u> changes the sound of the vowels slightly. The difficulty is compounded greatly when the <u>en</u> element is taught in Unit 8. Pupils can be told that other short words in which the final /z/ sound is spelled with an <u>s</u> are: <u>as</u> , <u>has</u> , <u>was</u> . These words will be taught in Unit 23.
4:	<u>d</u> ad, <u>d</u> id <u>l</u> id <u>w</u> ag, <u>w</u> ig <u>b</u> ad, <u>b</u> ig <u>h</u> ad <u>a</u> m <u>h</u> im		Since pupils have some difficulty in discriminating the sounds of <u>b</u> and <u>d</u> , and even more difficulty concerning in which direction to write them, considerable emphasis should be given to the <u>b-d</u> contrast. The <u>ag-ig</u> contrast may pose difficulty because the <u>g</u> causes the preceding vowels to sound more alike. This is particularly true for <u>eg</u> , in Unit 8, which is often confused with <u>ag</u> . Pupils sometimes misspell <u>am</u> because they usually pronounce it as <u>em</u> or <u>'m</u> (as in <u>I'm</u>). So stress the <u>a</u> .
5:	Review Week (Emphasize the <u>b-d</u> and <u>aC-iC</u> contrasts)		
6:	<u>v</u> an <u>b</u> ut <u>r</u> un <u>u</u> p, <u>u</u> s <u>g</u> um <u>j</u> am	<u>h</u> ave <u>l</u> ive, <u>g</u> ive	Pupils tend not to have much difficulty with the short vowel <u>u</u> because it's not as similar in sound as <u>a</u> , <u>e</u> , and <u>i</u> are, and as <u>a</u> and <u>o</u> are. Contrast <u>g-j</u> because these letters are commonly substituted for each other. Tell pupils that the /j/ sound is spelled with a <u>j</u> in all the words in this year's program (<u>j</u> is always pronounced /j/ but there are some /j/ words spelled with a <u>g</u>). All words with a /g/ sound are spelled with a <u>g</u> .

*V = any single letter vowel

C = any single letter consonant

// = letters in slashes indicate pronunciation

	REGULAR		
<u>UNIT</u>	<u>PROGRAM WORDS</u>	<u>SIGHT WORDS</u>	<u>NOTES</u>

Pupils can be told that there's a rule that the letter y never occurs as the last letter in an English word (except in slang terms, such as rev), and must be followed by an e. Hopefully, there will be less confusion about this with the words sequenced here than if they had been sequenced after the pupils learned the long-vowel -Vce rules.

The letters j and y do not often occur in English words. For practice on them, the teacher can have the pupils think of words beginning with those letters and then she can write those words on the board.

Technically, us is irregular (as are bus and yes) and should be spelled with two s's. But don't bother pointing this out to pupils unless they make an ss vs. s error.

7: can off
 cat, cot, cut
 kid, kit
 dog
 got
 on

Pupils so often confuse c and k that they are being taught together in this unit so that pupils will have to discriminate between the environments in which each is used. Pupils can be told that, "At the beginning of a word, the sound /k/ is spelled with a k if it is followed by the letter i or e. The sound /k/ is spelled with a c, however, if it is followed by an a, o, or u" (c is pronounced /s/ before i, e, or y). This rule will be expanded later to include cl, cr, ky and final Vck vs. Vke, VVk, VCK. And the rule given should be repeated for the pupils each time a c or k word enters the sequence. The words cat, cot, cut and kit are all included to facilitate vowel discrimination.

There are no ke- program words until, keep in Unit 18, but the proper names Ken, Keith and Keven could be used as examples for ke- words. Some proper names use a k where a c would normally occur, e.g., Kate, Kay, Kurt, Klein.

REGULAR
UNIT PROGRAM WORDS

SIGHT WORDS

NOTES

Depending on one's dialect, the o in on, off and words ending in -oo can be pronounced either /a/ or /aw/. Even for one speaker, the pronunciation may differ from one such word to another. Pupils can be told that even if they pronounce these words with an /aw/ sound, they are still spelled with an o.

The word off is regularly spelled (whereas if, with just one final f is technically irregular). Off is listed as a sight word because final double consonants do not enter the sequence until later in Unit 12. Off was placed in Unit 7 because of its /a/ - /aw/ pronunciation.

8: get, let zoo
bed
ten, pen
leg

yes
six, box

E is the vowel most often confused with other vowels, particularly before n and g. Pupils will probably have special difficulty with the word pen (vs. pin and pan), but that's why it was included, so that pupils will be reminded to listen carefully to vowels and to sentence contexts.

Pupils don't usually have trouble with x, but it could be pointed out to them that the sound /ks/ in these words is spelled with an x rather than with a ks (or cks).

X, y, and z are quite infrequent. Again, the teacher can ask pupils to give examples of words having these letters, and then she can write them on the board. Technically, yes is irregular (as are us and bus) and should be spelled with two s's. But don't bother telling pupils this unless they make an ss vs. s error.

The word zoo is regular, but the oo correspondence is not introduced until second grade. Pupils often write z backwards, so it would be helpful if they were given practice writing this letter.

UNIT	REGUI AR PROGRAM WORDS	SIGHT WORDS	NOTES
9:	Review Week (Emphasize <u>eC-aC</u> , <u>iC</u> ; <u>oC-aC</u> ; and <u>c-k</u> contrasts)		
10:	<u>shop</u> <u>dash</u> , <u>dish</u> <u>that</u> , <u>then</u> <u>them</u> , <u>this</u> <u>with</u>	<u>the</u> , <u>they</u>	Remind pupils that <u>sh</u> and <u>th</u> have two letters forming one sound. Common substitutions for <u>sh</u> are <u>s</u> or <u>h</u> alone. For <u>th</u> , it's <u>t</u> and <u>h</u> . At the end of words, pupils often completely omit <u>sh</u> and <u>th</u> . That is particularly true for the word <u>with</u> . Them and then most likely will be confused, but their inclusion was purposeful: Have pupils listen carefully to the ending sounds. The word <u>than</u> (not a program word) is very often confused with <u>then</u> , even by adults, because they are usually pronounced the same way. The word <u>they</u> is very often misspelled as <u>thay</u> or <u>thee</u> . Stress the <u>ey</u> ending. If they inquire, acknowledge to pupils that there are two <u>th</u> sounds (e.g., <u>that</u> vs. <u>with</u>). They probably won't notice the slight difference even though they can discriminate between the two sounds. Common substitutions for <u>ch</u> are <u>c</u> and <u>sh</u> . Spanish speakers, in particular, often confuse <u>ch</u> and <u>sh</u> , so contrast <u>ch</u> and <u>sh</u> words (e.g., <u>chop-shop</u> ; <u>much-mush</u>). Depending on one's dialect, <u>wh</u> is pronounced /hw/ or /w/. Pupils who pronounce <u>wh</u> as /w/ will have more difficulty with <u>wh</u> words and should memorize them. But for either pronunciation, the most common error for <u>wh</u> is <u>w</u> .
11:	<u>chin</u> , <u>chop</u> <u>when</u> <u>rich</u> , <u>which</u> <u>much</u> , <u>such</u>	<u>what</u> <u>where</u> , <u>there</u>	

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
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12:	quit tell, <u>well</u> will tall, <u>call</u> pull miss	put, push	
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For the words what and where, the vowels as well as the wh are difficult to remember. Stress that the vowel in what is an a and that there are two e's in where and there.

Rich, which, such and much are technically irregular. They should be spelled -tch. But this needn't be pointed out to pupils, for they will not receive instruction on -tch until second grade.

Tell pupils that /kw/ is always spelled qu, and that q is always followed by a u.

Remind pupils to spell -Vll words with two l's and not just one. And miss has two s's.

All and ull are the first instances of program elements not having short-vowel sounds. Stress that /aw/ → a in all, tall, call and their rhyming words. And that /u/ → u in pull, its rhyming words, and put and push. Pull, put, and push should be taught as a group.

Remind pupils that before an a, a /k/ sound is spelled c, as in cat and can.

13:	he, me, she, be go, no, so <u>why</u> , <u>my</u> , <u>by</u>		
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The words in this unit are very easy for pupils. The only problem will probably be with the y endings of my and why, and also the h in why.

If convenient, also teach the word we with the other -e words.

14:	Review Week (Emphasize <u>sh</u> , <u>th</u> , <u>ch</u> , <u>wh</u> , <u>ell</u> , <u>ill</u> , <u>all</u>)		
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UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
15:	made, came, late, tape, gave safe	to, do, who does	Pupils have a great deal of difficulty remembering to add the silent <u>e</u> to the end of long-vowel words, so a lot of CaC-CaCe contrasts should be practiced.

Remind pupils that before an a, the /k/ sound is spelled with a c, as in came, cat and call.

Pupils make few errors on to and do, probably not only because they're short and high-frequency, but also because the pupils have not yet learned that the vowel in those words is usually spelled oo (e.g., moo, boo, pool).

There will be some pupils who forget to put the w in who, particularly since they've learned that wh → /w/. The irregularity should be pointed out.

Does is a very difficult word for pupils to spell, so have them practice it often. An expected misspelling is duz. But even those pupils who make a closer approximation to the correct spelling of does sometimes reverse the e-s order since they don't have the usual sound-to-spelling correspondence references to depend on. Spelling does as dose may be particularly common in this unit because pupils are learning about silent e. Tell pupils about the relationship between does and do in the present tense, and show them that does begins with d-o. Stress to pupils that they will have to memorize and practice this word.

REGULAR
UNIT PROGRAM WORDS SIGHT WORDS

NOTES

16: ride, time, one, two,
white, kite, four
nine, five
fire

Remind pupils of the silent e at the end of these long-vowel words, and practice CiC vs. CiCe contrasts.

Remind pupils that before an i, the /k/ sound is spelled with a k, as in kite, kit, and kid. Also, that there's an h in white.

This unit's sight words will need to be practiced a lot. One and two are irregularly spelled, and all three are homonyms for other words: won, to and too, for, and fore. The word too will not be taught until second grade since it is of much lower frequency than two and to and because the three spellings of /tu/ get confused so often. In the second grade, there will be exercises in which pupils contrast the three /tu/ spellings, particularly in sentence contexts.

17: rode, hope, come, some
note, home, love
more, were
bone

Remind pupils of the silent e at the end of these long-vowel words, and practice CoC vs. CoCe contrasts.

The element -one is not a program element because of the likely confusion of it with the high-frequency sight word one.

The sight words come, some and love all have short u vowel pronunciations and silent e's whereas the expected pronunciation of their -oCe elements would be to have a long o. Their spellings are derived from Old English.

Remind pupils that before an o, the /k/ sound is spelled c, as in come.

Were is a very difficult word for pupils to learn, so have them practice it often. The usual misspellings are wer or wr.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
18:	<u>tu</u> be, <u>ru</u> le <u>cu</u> te	<u>su</u> re <u>of</u> , <u>fr</u> om	Pupils might have more difficulty remembering the <u>u</u> in <u>tu</u> be and <u>ru</u> le than in <u>cu</u> te because in the first two, the <u>u</u> is pronounced like <u>oo</u> rather than like <u>yoo</u> . Tell pupils that both <u>oo</u> and <u>yoo</u> can be spelled with a <u>u</u> .
	keep, <u>we</u> ek	<u>th</u> ree <u>he</u> re	

Tell pupils that sure is spelled with an s rather than sh. And remind those pupils to pronounce it as shir instead of shoo-er, that sure is spelled with a u and a silent e.

The element -ere is not taught in this unit because its only exemplar is here, which is, therefore, listed as a sight word. The sound of the -ere element is usually spelled -ear or -eer. Remind pupils that here, where, there, and were, are all spelled with -ere, even though they are pronounced differently.

Remind pupils that before a u, the sound /k/ is spelled with a c, as in cute and cut.

Keep is the first example of the /k/ sound before an e. Tell pupils that before an e, a /k/ sound is spelled with a k (e.g., keep, kept, keg, kennel, kernal, kettle).

Since there are very few -eCe words, -ee words are taught in this unit instead. Remind pupils to write two e's and not just one (which would make the word a short vowel word; e.g., feed vs. fed). Also remind pupils of the h in three. Contrast three and tree.

Tell pupils that of is the only word in which the /v/ is not spelled with a v. The o in of and from are pronounced like a short u, so emphasize that they are irregular and are spelled with an o.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
19:	back, <u>bake</u> <u>make</u> , <u>take</u> <u>lick</u> , <u>like</u> <u>quick</u> <u>rock</u> , <u>joke</u> <u>luck</u>		<p>This unit contrasts -Vck and -Vke words. A lot of practice should be given on these contrasts, especially since this is the first instance of -Vck words in the sequence. Tell pupils that at the end of a word, a /k/ sound is spelled <u>ck</u> if the sound before it is a short vowel (e.g., <u>lick</u>, <u>quick</u>, <u>rock</u>, <u>luck</u>). It is spelled <u>k</u> + <u>e</u> if the sound before it is a long vowel (e.g., <u>bake</u>, <u>make</u>, <u>take</u>, <u>joke</u>).</p> <p>There are very few -uke words, and the only -eke word is <u>eke</u> itself. There are -eck words, however: <u>beck</u>, <u>check</u>, <u>deck</u>, <u>fleck</u>, <u>neck</u>, <u>peck</u>, <u>treck</u>, <u>wreck</u>.</p> <p>Remind pupils that /kw/ → <u>qu</u>, as in <u>quick</u>, <u>quit</u>, <u>queen</u> and <u>quiz</u>.</p>
20:	Review Week (Emphasize <u>ee</u> ; and VC-VCe, Vck-Vke contrasts)		
21:	<u>broke</u> <u>cry</u> <u>free</u> <u>green</u> <u>try</u>	<u>you</u> , <u>your</u> <u>out</u> , <u>our</u> <u>saw</u>	<p>Units 21-25 introduce consonant clusters. Often emphasize to pupils that there are two consonants in these clusters and they must listen carefully so they'll be sure to include both.</p> <p>Stress the inclusion of <u>r</u> in <u>Cr</u>- words, and the CrV- vs. CVr- order of letters. Frequent errors are made on words having consonant clusters and on the order of the vowel and <u>r</u> in words containing an <u>r</u>.</p> <p>Remind pupils of the silent <u>e</u> in <u>broke</u> and <u>grade</u>, and of the double <u>e</u> in <u>free</u>. Also remind pupils that a long <u>i</u> at the end of words is often spelled with a <u>y</u>, as in <u>cry</u>, <u>try</u>, <u>my</u>, <u>by</u>, <u>why</u>, <u>shy</u>.</p> <p>Tell pupils that before an <u>r</u>, the /k/ sound is spelled with a <u>c</u>, as in <u>cry</u> and <u>crash</u>.</p> <p>The sight words <u>out</u> and <u>saw</u> are regularly spelled, but their vowel elements are not taught until second grade.</p>

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS
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NOTES

You and your are a little difficult for pupils to learn at first because they associate the sound /yu/ with just the letter y. Remind them of the pronunciation of y in yes, yet, yell and yum.

Out, our and saw are regularly spelled. Their elements will be taught in second grade.

22:	black class fly glad play, day, way, say	eat, dear said
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Stress the l in Cl- words. Do C1V vs. CV contrasts.

Remind pupils of the ck in black, and that before an l or r, the /k/ sound is spelled with a c, as in class and cry. Also remind pupils of the y in fly (and cry, try, my, sky) and of the double s in class.

Tell pupils that a long a sound at the end of words is written ay, as in play, day, say, way, may, tray, gray. Stress the y.

Eat and dear are regularly spelled. The -ea element, which is even more frequent than the -ee element, will be taught in the second grade.

Said is a very difficult word for pupils to spell. Remind them often that said is irregular and is spelled s-ai-d, not s-e-d. Since they don't have the usual sound to spelling references to follow for the vowel, pupils will have to memorize the a-i order in said.

23:	sky sleep smile spell stop	as, has, was good, look
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Stress to the pupils that there are two consonants (the s plus one other) in these sC- words.

Tell pupils that before a y, the /k/ sound is spelled with a k, as in sky. (A c before y would be pronounced /s/ rather than /k/.)

REGULAR
UNIT PROGRAM WORDS SIGHT WORDS

NOTES

Other sk- words are skin, skip, skim, skid, skit, and the irregular words skate, skunk, and skull (which should be spelled scate and scull).

Remind pupils of the silent e in smile, of the two e's in sleep, and the two l's in spell.

Point out that the /z/ sound in as, has, and was is spelled with an s, just as in is and his.

Good and look are regularly spelled. The element oo will be introduced in second grade.

24: self
jump
stand, send
went
fast, best
just, must

help

Pupils tend to make more errors on final consonant clusters than on ones at the beginning of words. Therefore, an additional emphasis should be placed on having the pupils listen carefully to the words so they'll remember to include both consonants. Often in their own speech, they will not pronounce one or both of the final consonants.

Do -VCC vs. -VC contrast (e.g., went-wet, fast-fat) to help pupils remember that there are two consonants in this unit's program words.

25: sing, thing their
king
bang
long
think, thank
milk
desk

Remind pupils of the digraphs they studied, sh, th, ch that took two letters to make one sound which was different from either of the individual letter sounds. Ng is a digraph which works the same way.

The n before a k has the same /n/ sound as ng. Pupils will most likely automatically make the /n/ to /g/ switch before a k, as in think and thank. But a common spelling error is to omit the n before a k. Emphasize to the pupils that they must include both letters, n and k, n and g, in the -nk and -ng words,

<u>UNIT</u>	<u>REGULAR PROGRAM WORDS</u>	<u>SIGHT WORDS</u>	<u>NOTES</u>
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It is also important for pupils to include both consonants in the -lk and -sk words. These words should be contrasted with words ending in -ck. Tell pupils that when there is a consonant before a final /k/ sound, that /k/ sound is spelled with a k. But if it's preceded by a short vowel, a final /k/ sound is spelled ck. Do contrasts like desk-deck; silk-sick; sink-sick; think-thick; rank-rack.

Have pupils distinguish between sing and thing and between thing, think and thank, all of which are likely to get confused.

Pupils will most likely confuse there and their. Their is a very difficult word. Repeatedly remind pupils of the ei spelling.

26: Review Week (Emphasize CV-CCV, VC-VCC contrasts)

27:	<u>spelling</u> <u>going</u> <u>sending</u> <u>beds</u> , <u>sits</u> <u>taller</u> , <u>helper</u>	<u>her</u> <u>want</u> <u>been</u>
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The main problems pupils will have in this unit are remembering to include the suffix, and spelling the entire base word before adding the suffix. Tell them to always spell the base word and then add the suffix so they'll be sure to include everything (e.g., say "For the word sending, spell send and then add i-n-g"). Do base word vs. base word + suffix contrasts.

Pupils have difficulty with the word going because of the two vowels (o + i) being next to each other, and because it's so often pronounced /gunna/, /gawna/, or /go-in/. Again, as with the other words, stress that the pupils write the base word, and then the suffix.

	REGULAR	
UNIT	PROGRAM WORDS	SIGHT WORDS

NOTES

Base words in which the final consonant would have to be doubled or the silent e dropped were purposefully excluded from this unit because pupils have enough trouble with the simple unchanged base + suffix words.

As usual, remind pupils to include both consonants in -ing, in consonant clusters (spelling, sending, helper, want), and in doubled consonants (spelling, taller).

Tell pupils that the -er sound in her is spelled the same way as the -er suffix in taller and helper.

Pupils will probably have difficulty with the a in want. But remind them to include both the n and the t, too.

Point out to pupils that been is spelled with two e's. It's not spelled b-i-n. Been is the only ee word that isn't pronounced with a long e.

28:	<u>car</u> , <u>far</u>	<u>are</u>
	<u>park</u>	<u>word</u> , <u>work</u>
	<u>farm</u>	
	<u>start</u>	
	<u>hard</u> , <u>yarn</u>	

In CVr- (as well as CrV-) words, pupils often forget the vowel or put the vowel and r in the wrong order. Stress the correct sequence and that the vowel is a.

In some dialects, the r and/or the final consonant in these words is not pronounced. Consequently, many pupils err in spelling by omitting the r or the final consonant. Do contrasts between words which end in r (or rC) and those which don't, pointing out the difference in pronunciation (e.g., car-cat, hard-had), and between different -rC endings (e.g., park-part).

Remind pupils that before an a, a /k/ sound is spelled c as in car, cat, can, call and came.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
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The errors usually made for the word are are r or ar. Remind pupils that you're asking them to spell the word are, rather than the letter r or the element ar, and that there are 3 letters: a-r-e. There will also be confusion because the element -are is pronounced like the word air (e.g., care).

The letter w often changes the pronunciation of the following vowel (consider wash, war, walk, water, word).

29: sir
for, corn
short

This is a difficult unit because there are no rules to tell the pupils about when to use -ir, -ur, or -er for their shared pronunciation (except for in -er suffixes).

shirt
turn, hurt
bird, girl
first

The words are probably best learned in groups (ir: sir, shirt, bird, girl, first, ur: turn, hurt, er: her, the -er suffix).

The -or words should be quite a bit easier. When they occur in stressed syllables, -ar and -or are pronounced differently than -er, -ir, and -ur.

Remind pupils, when spelling these words, to include the vowel, and both the r and the final consonant.

Also remind pupils that before an o, a /k/ sound is spelled with a c, as in corn, cot, and come.

30: Review Week (Emphasize suffixes, and ar, or)

Final Test

SECTION IV

Exercise Contrasts

In order to promote the pupils' discrimination of words, exercises will be developed in which pupils will spell word pairs that differ in only one letter. The contrasts listed on the following pages are those considered to be of primary importance for each unit. The contrasts were chosen on the basis of errors made by pupils in the 1970 Spelling Tryout (see TN 2-71-21). In case there would not be time in any given week to have exercises for all the contrasts given, the contrasts are listed in order of importance from left to right for each unit; e.g., in Unit 3; the pupils made more errors confusing vowels before n than before t, so the an-in contrast is listed before the at-it contrast. Also, it is not expected that the program developers would use all of the word pairs listed under each contrast. However, program words, which are capitalized, should be included in the exercises, even when their contrasts are of low frequency (e.g., bad, bid).

Additional notes regarding the format of the following pages:

- 1) Program words for the given unit are listed in capital letters, as are the program elements which are also real words, e.g., at.
- 2) Program words from past units are starred.
- 3) If a program word is spelled with an element listed in one of the contrast columns, but doesn't have an appropriate contrast, it will be listed below a dotted line in the column which contrasts its element (e.g., the program

word VAN, in Unit 6, does not have a vin or yun contrast, but since it is spelled with the element an, it is listed in the contrast column headed an-in-un. For such words, the teacher can say, for example, "Remember that VAN is spelled with an a: v-a-n. It rhymes with pan: p-a-n, and ran: r-a-n."

- 4) When a single correspondence rather than a contrast is given as a column heading, the pupils should practice writing the words listed (e.g., final -sh and -th in Unit 10, and ee in Unit 18). Such correspondences are given when real words do not correspond to the types of errors the pupils tend to make. For instance, the usual error for a word ending in sh or th is an omission of the final two letters, but the words wi (vs. with) and da (vs. dash) do not exist.
- 5) The transfer words for each unit are set apart in a separate column so that program developers and teachers will not use these words in the exercises. Listed in single parentheses under the transfer words in the same column are non-program words that can be used as transfer words for review tests, the pretest and posttest, or as replacements for the transfer words listed for the Unit test. The non-program words listed in double parentheses in the same column, can be used as transfer test words if they are not used in the exercise contrasts.

- 6) For use in additional exercises, rhyming words for each unit are listed in the section of this paper entitled, "Sequence with Total Lexicon."

EXERCISE CONTRASTS

TRANSFER
TEST WORDS

UNIT

1: Program Words: MAP, MAT, PAT, TAP

2: at-it ip-it
 at*, IT HIP, HIT
 BAT, BIT SIP, SIT
 HAT, HIT
 SAT, SIT
 pat*, pit

tip
sap

((pit))

3: an-in at-it an-at in-it
 AN, IN at*, it* AN, at* IN, it*
 PAN, PIN fat, FIT FAN, fat PIN, pit
 TAN, tin PAN, pat* sin, sit*
 RAN, rat
 man, mat*

fin
ban

(nip, rap, rip)
((man, sin, fat,
rat))

Additional Program Words: NAP, IF; IS, HIS

4: b-d ag-ig ad-id ad-at
 BAD, DAD WAG, WIG DAD, DID BAD, bat*
 BIG, dig bag, BIG BAD, bid HAD, hat*
 bid, DID rag, rig HAD, hid sad, sat*
 rib, rid lad, LID mad, mat*
 fad, fat

pad
lip

(tag, hag, gag,
gap, gab, win,
pig, fig, ham,
tab)

(Have pupils
practice
writing b
& d a lot.)

((hid, had, mad,
sad, rag, bag,
dig))

Additional Program Words: AM, HIM

5: Review Week (Emphasize b-d and aC-iC contrasts).

* Previous words from review units

UNIT

TRANSFER
TEST WORDS

6:	<u>an-in-un</u> ran*, RUN pan*, pin*, pun fan*, fin, fun sin, sun ban, bin ----- VAN	<u>ag-ig-ug</u> bag, big*, bug jag, jig, jug rag, rig, rug dig, dug tag, tug lag, lug	<u>g-j</u> GUM, JAM GUM, jug gab, jab gag, jag gig, jig gut, jut	<u>at-it-ut</u> bat*, bit*, BUT hat*, hit*, hut rat, rut	bun jut (vat, mud, bum, hum, pup, tub, rub) ((jug, jab, tug, bug, rug, dug, fun, hut, rut, nut, hug))
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Additional Program Words: UP, US; HAVE, LIVE, GIVE

7:	<u>ca,co,cu-ki</u> CAT, COT, CUT, KIT cod, KID can, kin (Teacher writes for ke-: -cap, kept coop, keep* cog, keg)	<u>ag-og</u> bag*, bog hag, hog lag, log jag, jog ----- DOG	<u>at-ot</u> cat, COT hat*, hot pat*, pot rat, rot ----- GOT	<u>ap-op</u> cap, cop map*, mop tap*, top	tot cob (cab, fog, hop, pop, dot, lot, jot, not, rob, sob, nod, mom) ((cat, can, cop, kin, hog, log, jog, mop, pot, hot, cap, top))
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Additional Program Words: ON, OFF

8:	<u>eg-ag,ig,</u> og,ug BEG, big*, bag, bug leg, lag, -lug peg, pig keg, cog (eC-aC,iC contrasts are very difficult)	<u>en-an,in</u> TEN, tan*, tin* PEN, pan*, pin* men, man	<u>ed-ad,id,</u> od,ud BED, bad*, bid, bud led, lad*, lid* red, rid, rod fed, fad	<u>et-at,it,</u> ot,uf GET, got* LET, lit, lot bet, bat*, bit*, but* pet, pat*, pit, pot set, sat*, sit* met, mat* net, not, nut	yet hem (yum, zip, wax, tax, fix, mix, fox, jet, vet, wet, hen, den) ((beg, keg, leg, fed, red, met, pet, let, bet, set, men))
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Additional Program Words: YES, SIX, BOX; ZOO

UNIT

TRANSFER
TEST WORDS

9: Review Week (Emphasize eC-aC, iC; oC-aC; and c-k contrasts)

sh-s	th-t	sh-h	-sh,-th	
SHOP, sip*	THAT, tap*	SHOP, hop	(Practice	shot
ship, sip*	THEN, ten*	ship, hip*	writing:	path
shut, set	THEM, tin*	shut, hut	WITH, bath;	
shed, sad	THIS, tip		ASH, DASH,	((than, bath,
(or practice	than, tan*		cash, rash,	ship, shut;
writing the	WITH, wit		sash; DISH,	cash, rash,
<u>sh</u> words)			fish, wish;	fish, rush,
			rush, hush)	hush, wish))

Additional Program Words: THE, THEY.

ch-c	ch-sh	wh	
CHIN, can	CHOP, shop*	(Practice	chat
CHOP, cop	CHIN, shin	writing:	chug
chat, cat*	chip, ship	WHEN, WHICH	
chip, cap	RICH, rash	WHAT, WHERE)	(chum)
chug, cog	MUCH, mush		((chip))
	SUCH, sash		

Additional Program Word: THERE

ell-ill	all	ull	/kw/=qu	
WELL, WILL	(Practice	(Practice	(Teacher	hall
TELL, till	writing:	writing:	writes:	mill
bell, bill	ALL, TALL,	PULL, full,	QUIT, quick*	
fell, fill	CALL, ball,	bull)	quill, queen,	
-----	fall, wall)	-----	quiet, quack,	
ILL		PUT, PUSH	quiz)	

(Contrast: ell-ill-all-ull)
TELL, till, TALL
WELL, WILL, wall
pill, PULL
kill, CALL
bell, bill, ball, bull
fell, fill, fall, full

UNIT

TRANSFER
TEST WORDS

13:	<u>-e#</u> (Practice writing: HE ME SHE BE WE)	<u>-o#</u> (Practice writing: GO NO SO yo-yo)	<u>-y#</u> (Practice writing: WHY MY BY) (Teacher writes: cry*, try*, fly*, sky*, dry, fry, spy)	ho shy ((we))
-----	---	---	---	---------------------

14: Review Week (Emphasizes sh, th, ch, wh, ell, ill)

15:	<u>aCe-aC</u> MADE, mad; bade, bad*; fade, fad came, can; pane, pan*; vane, van*; mane, man TAPE, tap*, cape, cap*; gape, gap mate, mat*; hate, hat*; fate, fat; rate, rat	<u>Additional -aCe Words</u> wade, shade SAFE sale, pale CAME, name, same lane APE ATE, LATE, gate GAVE, save; wave, shave	date shape ((cape, gate, wade, shade, game, lane, same, save, wave, shave))
-----	--	--	---

Additional Program Words: DO, TO, WHO, DOES

16:	<u>iCe-iC(C)</u> RIDE, rid, hide, hid; pile, pill; mile, mill; file, fill; tile, till dime, dim pine, pin*; wine, win; fine, fin; dine, din; ripe, rip KITE, kit*; bite, bit*; site, sit*; quite, quit*	<u>Additional -iCe Words</u> side, wide life, wife while TIME NINE, line, vine, mine pipe, wipe white FIVE FIRE, tire, wire, hire	shine dive ((ride, side, wide, life, wife, pile, mile, wine, pine, fine, mine bite, quite))
-----	--	--	--

Additional Program Words: ONE, TWO, FOUR

UNIT

TRANSFER
TEST WORDS

17:

oGe-oC

Additional oGe Words

robe, rob
RODE, rod

hole, sole, polè, mole,
(whole)
HOME, domè
BONE, lone, shone, tone
rope

code
zone

((robe, cone,
rope, shone,
quote))

cone, con

HOPE, hop; pope, pop;
mope, mop; cope, cop

MORE, sore, tore, wore,
core, bore, shore
quote

NOTE, not; tote, tot;
rote, rot; dote, dot

Additional Program Words: CO, E, SOME, LOVE, WERE

18:

uCe-uC

uCe

ee-e

ee

TUBE, tub;
cube, cub
dude, dud

rude, nude
RULE, mule
fume
tune
mute

feed, fed

see, bee,
fee, wee
seed, weed,
need
beef
WEEK, cheek,
seek
seem
queen, seen
KEEP, beep,
jeep, sheep
feet, sheet
teeth

peek
deep

((cube, rude,
mule, feed,
seed, weed,
beef, seek,
cheek, seem,
seen, beep,
peep, jeep,
sheep, mee,
feet, sheet,
teeth, need))

CUTE, cut;
jute, jut

peep, pep

meet, met;
beet, bet

Additional Program Words: SURE, THREE, OF, FROM, HERE

19:

Vck-Vke

Vck

Vke

BACK, BAKE; tack, TAKE;
lack, lake; sack, sake;
rack, rake; shack, shake;
quack, quake
LICK, LIKE; pick, pike

pack, jack,
whack

MAKE, cake,
wake

fake
tick

cock, coke

QUICK, kick,
sick, wick,
thick, chick
ROCK, sock,
lock, tack,
dock, shock
NECK, check,
peck, deck
LUCK, duck,
buck, suck

bike, hike
JOKE, woke,
poke, yoke,
choke

((tack, sack,
quack, pack,
pick, thick,
kick, sick,
lock, sock,
shock, duck,
deck, wake,
cake, bike,
hike, poke,
woke))

UNIT

TRANSFER
TEST WORDS

20: Review Week (Emphasize ee, and VCe-Vc, Vck-Vke contrasts)

21:

Cr-C

Additional Cr- Words

brat, bat*
crash, cash; crab, cab;
crop, cop
drip, dip; drive, dive;
drove, dove
FREE, fee; frame, fame
grab, gab; grill, gill;
grave, gave*
prop, pop; prick, pick
trick, tick; trap, tap*;
trip, tip; trot, tot;
trill, till; track, tack;
truck, tuck

BROKE, brave, bride, brick,
brush
CRY, crib, crush

DRUM, dry, drop, dress,
drag, drape
fry
GREEN, grin, grip, grass,
grade
press, pride, prune
TRY, tree, trim, trade

brag
trash

((brush, brat,
crash, crab,
drive, drop,
dry, frame,
fry, grin,
grab, trip,
tree, trick,
truck))

Additional Program Words: YOU, YOUR, OUT, OUR, SAW

22:

Cl-C

Cl

ay

BLACK, back*, bled, bed

clock, cock; clap, cap*;
club, cub; clash, cash
flame, fame; flee, fee;
fleet, feet; flake, fake

PLAY, pay; plan, pan*;
plop, pop; plot, pot;
plane, pane

block, blush,
blame, bleed
CLASS, clip,
clay, click
FLY, flip,
flash, flap
glad, glass,
glee, glide,
globe
plum, plate,
plus, pluck

PLAY, DAY,
SAY, WAY,
bay, clay,
gay, gray,
hay, pay,
pray, ray,
stay, tray

flag
lay

((clap, clock,
click, block,
bleed, glad,
flip, flash,
plan, plane,
plate, may,
tray, stay,
pay))

Additional Program Words: EAT, DEAR, SAID

UNIT

TRANSFER
TEST WORDS

23:

SC-s

skip, sip*; skit, sit*;
skin, sin; skill, sill
SLEEP, seep; slip, sip*;
slit, sit*; slay, say*;
slum, sum; slash, sash;
slave, save; sleek, seek*;
slack, sack; slick, sick;
slide, side; smash, sash;
smack, sack
snake, sake; snip, sip*;
snap, sap; snag, sag;
snob, sob; snack, sack
SPELL, sell; spin, sin;
spill, sill
stick, sick; stuck, suck;
still, sill; stale, sale;
steep, seep; stack, sack;
stock, sock; stun, sun;
stay, say
sway, say*; swell, sell

Additional SC- Words

SKY, skid, skim

slid, slam, slim, slot,
sled, sly.

SMILE, smog, small

sniff

spot, spy, spine, spoke,
speck
STOP, stiff, stuff, stab,
stem, stall, state,
stole, stove

swim, swam, swish,
sweet

smell
slap

((skin, skip,
slap, slip,
slide, small,
snap, snack,
spin, spill,
stop, stay,
stick))

Additional Program Words: AS, HAS, WAS, GOOD, LOOK

24:

nd-n-d

st-t

nt-n-t

mp-m-p

AND, an*
tend, ten*
mend, men
wind, win
fund, fun
brand, bran
land, lad*
band, bad*
hand, had
sand, sad
bend, bed
spend, sped

END
SEND
STAND

FAST, fat
BEST, bet
JUST, jut
past, pat*
bust, but*
nest, net
pest, pet
west, wet

MUST

ANT, an*,
at*
WENT, wet
pant, pan*,
pat*
tent, ten*
stunt, stun
plant, plan
hint, hit*
sent, set
bent, bet
lent, let
hunt, hut
chant, chat

camp, cap
clamp, clam,
clap
ramp, ram
hump, hum
bump, bum
plump, plum
slump, slum
tramp, trap
limp, lip
chimp, chip
pump, pup

IMP
JUMP

dent
rust

(grand, rent,
spent, mint,
print, test,
rest, chest,
blast, dust,
last, trust)
((land, sand,
band, hand,
bend, past,
nest, west,
plant, tent,
bent, sent,
hint, hunt,
limp, pump,
bump, camp))

Additional Program Words: ELF, SELF, HELP

UNIT

TRANSFER
TEST WORDS

25:	<u>ng-n-g</u>	<u>nk-n</u>	<u>∕Ck-Vck</u>	
	BANG, ban,	THANK, in*	THICK, thick	ham
	bag	THINK, thin	DESK, deck,	pink
	SING, sin	THANK, than	sink, silk, sick	
	THING, thin	pink, pin*	link, lick	(bring, swing,
	KING, kin	wink, win	stink, stick	song, mink,
	LONG, log	sink, sin	sank, sack	drink, drank,
	wing, win,	rank, ran	rank, rack	junk, mask)
	wig*	tank, tan	bank, back*	((thing, ring,
	rang, ran*,	bank, ban	crank, crack	wing, sang,
	rag	plank, plan	sunk, suck	rang, wink,
	rung, run*,	sunk, sun	bunk, buck	bank, stung))
	rug	bunk, bun	dunk, duck	
	sung, sun		chunk, chuck	
	sang, sag		trunk, truck	
	ring, rig		task, tack	
	hung, hug		brisk, brick	
	stung, stun		-----	
			ASK	
			MILK	

Additional Program Words: WANT, THEIR, HAPPY

26: Review Week (Emphasize CV-CCV, VC-VCC contrasts)

UNIT

TRANSFER
TEST WORDS

27:

Base-Base + ing
spell*, SPELLING
go*, GOING
send*, SENDING
box*, boxing
wax*, waxing
tell*, telling
yell*, yelling
pull*, pulling
dash*, dashing
mess*, messing
play*, playing
say*, saying
go*, going
keep*, keeping
lick*, licking
cry*, crying
try*, trying
fly*, flying
jump*, jumping
stand*, standing
sing*, singing
think*, thinking
bang*, banging

Base-Base + s
bed*, BEDS
sit*, SITS
hit*, hits
bat*, bats
pan*, pans
pin*, pins
fit*, fits
wag*, wags
wig*, wigs
dad*, dads
lid*, lids
van*, vans
run*, runs
cot*, cots
cut*, cuts
cap*, caps
kid*, kids
dog*, dogs
shop*, shops
chin*, chins
cane*, canes
tape*, tapes
hide*, hides
dime*, dimes
fire*, fires
home*, homes
bone*, bones
week*, weeks
keep*, keeps

Base-Base + er
help*, HELPER
tall*, TALLER
box*, boxer
play, player
jump*, jumper
sing*, singer
think*, thinker
rock*, rocker
long*, longer
rich*, richer
black*, blacker

faster
sleeping
((jumping, boxing,
telling, keeping,
licking, standing,
hits, bats,
pans, pins,
fits, runs,
kids, dogs,
shops, weeks,
keeps, boxer,
rocker, -longer,
richer))

Additional Program Words: HER, WANT, BEEN

28:

ar(C)-aC
ART, at*
ARM, am*
HARD, had*
PARK, pat*
CAR, cat*
FAR, fat
bar, bat*
jar, jam
cart, cat*

ar-arC
FAR, FARM
CAR, card,
cart
star, START
bar, bark,
barn

arC-arC
ARM, ART
HARD, harm
PARK, part
YARN, yard
card, cart
barn, bark
charm, chart

barn
dart
(smart, dark)
((bar, star,
card, mark,
jar, bark,
part, yard))

(Point out not only that the r
must be included in Vr(C) words,
but also how the r changes the
vowel pronunciation)

Additional Program Words: ARE, WORD, WORK

UNIT

TRANSFER
TEST WORDS

29:	<u>Vr(C)-VC</u>	<u>Vr-VrC</u>	<u>VrC-VrC</u>	<u>er-ir-ur</u>	
	SIR, sit*	FOR, fort,	SHIRT, SHORT	(Teacher writes:	born
	FOR, fox	form, fork	SHIRT, skirt	<u>er</u> : her*, -er	sort
	CORN, cot*		TURN, torn	suffix;	
	BIRD, bid		CORN, cork	<u>ir</u> : SIR, SHIRT,	(port)
	SHORT, shot		SHORT, sport	BIRD, GIRL,	
	HURT, hut		firm, form	FIRST,	((fort, fork,
	FIRST, fist			stir, dirt,	stir, dirt,
	TURN, tub			flirt,	sport, torn,
	fur, fun			skirt;	cork))
	-----			<u>ur</u> : HURT, TURN,	
	OR			burn, fur, surf,	
				nurse)	

(Point out not only that the r must be included in Vr(C) words, but also how the r changes the vowel pronunciation.)

30: Review Week: (Emphasize suffixes and ar, or)

Section V

ALPHABETICAL LIST OF PROGRAM WORDS

REGULAR WORDS			REGULAR WORDS			SIGHT WORDS		
		UNIT			UNIT			UNIT
<u>A</u>	all*	12	<u>D</u>	dad	4	<u>A</u>	a	1
	am	4		dash	10		as	23
	an*	3		day	22	<u>B</u>	are	28
	and*	24		did	4		been	27
	ant	24	<u>E</u>	dish	10	<u>C</u>	come	17
	ape*	15		desk	25		dear	22
	arm*	28		dog*	7	<u>D</u>	do	15
	art*	28					does	15
	ash*	10	<u>F</u>	elf*	24	<u>E</u>	eat	22
	ask	25		end*	24		four	16
<u>B</u>	at*	1	<u>F</u>	fan	3	<u>F</u>	from	19
	ate*	15		far	28		give	6
				farm	28	<u>G</u>	good	23
				fast	24		has	23
	back	19	<u>G</u>	fire	16	<u>H</u>	have	6
	bad	4		first	29		here	18
	bake	19		fit	3	<u>I</u>	h's	3
	bang	25		five	16		I	2
	bat	2	<u>H</u>	fly	22	<u>L</u>	is	3
	be	13		for	29		live	6
<u>C</u>	bed	8		free	21	<u>O</u>	look	23
	beds	27					love	17
	beg	8	<u>H</u>			<u>P</u>	of	19
	best	24					off	7
	big	4				<u>S</u>	one	16
	bird	29					our	21
	bit	2	<u>H</u>			<u>T</u>	out	21
	black	22					push	12
	bone	17				<u>W</u>	put	12
	box	8					said	22
<u>CH</u>	broke	21	<u>H</u>			<u>Y</u>	saw	21
	but	6					some	17
	by	13				<u>Z</u>	sure	18
							the	10
	call	12	<u>H</u>			<u>Y</u>	their	25
	came	15					there	11
	can	7				<u>Y</u>	they	10
	cat	28					three	18
	car	22	<u>H</u>			<u>Y</u>	to	15
	class	7					two	16
<u>CH</u>	cot	29				<u>Y</u>	want	27
	corn	21					was	23
	cry	7				<u>Y</u>	were	17
	cut	18					what	11
	cute		<u>H</u>			<u>Y</u>	where	11
							who	15
	chin	11				<u>Y</u>	word	28
	chop	11					work	28
<u>CH</u>			<u>H</u>			<u>Y</u>	you	21
							your	21
						<u>Y</u>	zoo	8
			<u>H</u>			<u>Y</u>		
						<u>Y</u>		
			<u>H</u>			<u>Y</u>		
						<u>Y</u>		

* Program Elements which are also read words

	REGULAR WORDS	UNIT		REGULAR WORDS	UNIT		REGULAR WORDS	UNIT
<u>I</u>	if	3	<u>Q</u>	quick	19	<u>TH</u>	thank	25
	ill*	11		quit	12		that	10
	imp*	24					them	10
	in*	3	<u>R</u>	ran	3		then	10
	ink*	25		rich	11		thing	25
	it*	2		ride	16		think	25
				rock	19		this	10
<u>J</u>	jam	6		rode	17	<u>U</u>	up	6
	joke	19		rule	18		us	6
	jump	24		run	6			
	just	24	<u>S</u>	safe	15	<u>W</u>	wag	4
<u>K</u>	keep	18		sat	2		way	22
	kid	7		say	22		week	18
	king	26		self	23		well	12
	kit	7		send	23		went	24
	kite	16		sending	27		wig	4
				sing	25		will	12
<u>L</u>	late	15		sir	29		with	10
	let	8		sit	2	<u>WH</u>	when	11
	lick	19		sits	27		which	11
	lid	4		six	8		white	16
	like	19		sky	23		why	13
	long	25		sleep	23	<u>Y</u>	yarn	28
	luck	19		smile	23		yes	8
				so	13			
<u>M</u>	made	15		spell	23			
	make	19		spelling	27			
	map	1		stand	23			
	mat	1		start	27			
	me	13		stop	23			
	milk	25		such	11			
	miss	12	<u>SH</u>	she	13			
	more	17		shirt	29			
	much	11		shop	10			
	must	24		short	29			
	my	13						
<u>N</u>	nap	3	<u>T</u>	take	19			
	nine	16		tall	12			
	no	13		taller	27			
	note	17		tan	3			
				tap	1			
<u>O</u>	on	7		tape	15			
	or*	28		tell	12			
				ten	8			
<u>P</u>	pan	3		time	16			
	pat	1		try	21			
	park	28		tube	18			
	pen	8		turn	29			
	pin	3						
	play	22						
	pull	12						

SECTION VI

Sequence With Total Lexicon

The following is a list of words that enter the sequence with the introduction of each new unit and its component elements. Such a list will be useful to the spelling program developers as they formulate the daily lesson exercises. The list will also be useful to the teacher, who can devise additional "rhyming" exercises as the class needs them, if she so desires.

The words are divided into three columns, according to whether the words are composed of: 1) consonants from the given unit and from former units combined with elements from the given unit; 2) consonants from the given unit combined with elements from former units; and 3) consonants combined with elements that are listed in parentheses under the "Unit" column (e.g., am in Unit 4), and other regularly-spelled words whose elements are not listed but whose component consonant(s) and vowel have been introduced (e.g., if in Unit 3). Under the column, "Unit Consonants + Past Elements," the words are listed by their initial consonants rather than by their ending elements.

Proper names are not included because of their use of capitals. The words listed in capital letters are the program words (those words chosen to be taught and tested in the spelling program), and the unit's elements that are also real words. The words in parentheses are quite low frequency and so probably will not be known by the pupils. The parentheses around these words are omitted in Units 15-19 to avoid confusion due to the additional use of double parentheses in those units.

The transfer test words are listed in a separate column as a reminder that they are not to be used in lesson or rhyming exercises.

SEQUENCE WITH TOTAL LEXICON

UNIT	CONSONANTS + UNIT ELEMENTS	UNIT CONSONANTS + PAST ELEMENTS	() ELEMENTS + OTHER REGULAR WORDS	TRANSFER WORDS
1:	m, p, t a, ap, at	MAP, TAP AT, MAT, PAT		
2:	b, h, s i, ip, it	HIP, SIP IT, BIT, HIT, SIT, pit	BAT HAT SAT	tip* sap
3:	f, n, r an, in	AN, FAN, RAN, PAN, TAN, man IN, PIN, tin, (sin, bin)	FIT, fat NAP, (nip) RAT, rip	fin ban
4:	d, g, l, w ad, id, ag, ig (am, im; ab, ib)	DAD, HAD, BAD mad, lad, sad, (fad) DID, LID, bid, hid, rid WAG, tag, bag; had, sag, rag, (gag, lag) WIG, BIG, dig, pig, fig, (rig, gig)	dip, (din) gap lap, lit wit, win	pad lip
5:	REVIEW WEEK		AM, dam, ham (ram, bam) HIM, dim, rim tab, (dab, gab, lab) fib, rib	

*Remember that transfer words should not be included in lesson or rhyming exercises because they will be used to test their ability to spell words that have the same elements they've learned, but which they haven't spelled or rhymed before.

UNIT	CONSONANTS + UNIT ELEMENTS	UNIT CONSONANTS + PAST ELEMENTS	() ELEMENTS + OTHER REGULAR WORDS	TRANSFER WORDS
6:	j, v u, un, ut; ug (up, us; ub, ud, um)	RUN, sun, fun, gun (pun, nun) BUT, hut, rut, nut, (tut, gut) tug, bug, rug, hug, dug, (mug, lug, jug)	(jag, jig) VAN, (vat)	bun jut
7:	c, k o, og*, ot; op (on; ob, od, om)	DOG*, hog, fog, log, (jog, cog, bog) COT, GOT, pot, hot, rot, dot, not, lot, (jot) top, cop, mop, pop, hop, (bop, lop)	CAT, CAN, cap (cab, cad) KID, KIT, (kin)	tot cob
8:	x, y, z e, ed, eg, en, et (es; em) (ix, ox; ax)	BED, fed, red, led, (wed) LEG, beg, (peg, keg) PEN, TEN, men, hen, den GET, LET, met, pet, bet, set, net, wet, jet, vet	zip, zig-zag, (zap) YES, yum, (yam) ax, wax, tax (sax) SIX, mix, fix BOX, OX, fox, (pox, lox)	yet hem
9:	REVIEW WEEK			
10:	sh, th ash, ish (ush) (ath, ith)	ASH, DASH, mash, rash, cash, (bash, has, sash, gash, lash) DISH, fish, wish	THIS, THEM (sham) rush, hush, (mush, gush) bath (hath) WITH	shot path

TRANSFER
WORDS() ELEMENTS +
OTHER REGULAR WORDSUNIT CONSONANTS
+ PAST ELEMENTSCONSONANTS +
UNIT ELEMENTS11: ch, wh
(ich, uch)CHIN, CHOP, chat,
chip, chug, (chap)
WHENchat
chugRICH, WHICH
MUCH, SUCH
(chum)
(whiff, whim)12: qu, ell, ill
all, ull
-ss
(-ff, dd, gg, zz)

QUIT

quill
TELL, WELL, bell,
hell, fell, yell, sell
(dell, jell, pelli-mell)
ILL, WILL, HILL, CHILL,
bill, fill, kill, pill,
(rill, sill, till,
dill, gill)ALL, TALL, CALL, ball,
fall, wall
(mall, gall)PULL, bull, full
pass, (lass, sass,
mass)MISS, kiss, hiss
mess, less (chess)
toss, loss (moss)
fuss, (muss, cuss)

13: -e, -o, -y

ME, HE, SHE, BE, we (ye)
GO, NO, SO, yo-yo
MY, WHY, BY, (thy)ho
shy

14: REVIEW WEEK

TRANSFER WORDS() ELEMENTSCONSONANTS + UNIT ELEMENTSUNIT

- 15: -aCe (vs. -aC)
ade, ame, ape,
ate, ale, ave;
ane
(afe)

MADE, bade, fade, wade, shade, jade
((mad, bad, fad))
CAME, name, same, game, tame, fame,
lame, shame, dame
TAPE, cape, rape, gape,
((tap, cap, rap, gap))
LATE, rate, mate, hate, fate, gate
((rat, mat, hat, fat))
pale, gale, tale, sale, bale, male
whale, vale
((pal, gal))
GAVE, save, shave, wave, pave, rave, cave
cane, pane, mane, bane, vane, lane,
sane, wane
((can, pan, man, ban, van))

date
shape

SAFE, chafe

- 16: -iCe (vs. -iC)
ide, ime, ine,
ite, ile, ive, ire;
ipe
(ife)

RIDE, hide, bide, side, wide, tide
chide
((rid, hid, bid))
TIME, dime, lime, chime
((dim))
NINE, pine, dine, fine, wine, mine,
line, whine, vine
((pin, din, fin, win))
KITE, WHITE, site, bite, quite, rite
((kit, sit, bit, quit))
mile, pilè, file, while, tile, vile,
bile, rile
FIVE, hive, jive, live
FIRE, tire, hire, wire, dire, sire, mire
ripe, pipe, wipe
((rip, pip))

shine
dive

life, wife

*The double parentheses denote the short-vowel (VC) contrasts to the long-vowel (VCe) program words entering in each unit.

TRANSFER WORDS() ELEMENTSCONSONANTS + UNIT ELEMENTSUNIT

- 17: -oCe (vs. -oC)
ode, ope, ote,
ome, ore;
ole
(one; obe, ove)

RODE, mode,
((rod, cod, mod))
HOPE, cope, mope, pope, rope,
dope, lope
((hop, cop, mop, pop))
NOTE, tote, rote, dote, quote
((not, tot, rot, dot))
HOME, tome, dome
MORE, tore, bore, core, lore, pore,
sore, chore, shore, wore, yore
hole, role, sole, pole, mole, dole, whole

- 18: -uCe (vs. -uC)
ube, ute, ule;
ure
(ude, ume, une)

TUBE, cube
((tub, cub))
CUTE, jute, lute, mute
((cut, jut))
RULE, mule, yule
cure, pure, lure
WEEK, cheek, seek, reek
KEEP, sh-ep, jeep, beep, peep, seep
see, bee, fee, tee
feed, seed, weed, deed, heed, reed, need
queen, seen, keen, sheen
meet, feat, sheet, beet

- 19: -Vck vs. -Vke
ack, ake
ick, ike
ock, oke
uck;
eck

BACK, tack, lack, sack, rack,
shack, quack, pack, jack
hack, whack
BAKE, MAKE, TAKE, sake, rake, lake,
shake, quake, wake, cake
LICK, QUICK, pick, sick, chick, kick
thick, wick
LIKE, pike, bike, hike
ROCK, chock, cock, tock, lock, sock, dock,
muck, hock; shock
JOKE, choke, coke, yoke, poke, yoke
LUCK, tuck, duck, buck, suck,
muck, shuck, chuck, puck
neck, check, deck, peck, beck

BONE, cone,
tone, lone, shone,
hone
robe
((rob))
dove, wove, ove

dude, rude, nude
((dud))
fume
tune, dune

beef, reef
seem
teeth.

fake
tick

UNIT

20: REVIEW WEEK

21:

Cr-
br, cr,
fr, gr, tr;
dr, prCONSONANTS + PAST ELEMENTS

BROKE, brave, bridé, brick
brat (brán, brig, brash,
bray, brine, brute),
CRY, crash, crop
(crag, crass, creed)
FREE, frame, (fret, fro, frock)
GREEN, grade, grin, grape, grass, grip, grave,
(grit, grad, grid, grog,
grate, grime, gripe, grope, greed)
TRY, trip, trick, track, truck, trade,
tref, trap, trot, (tram, trill,
tripe, trite, trike, treck)
drive, dry, dress, drip,
drag, drop: drill, drapé,
(drake)
press, pride, pry, (prop, pro,
prime, prick)

BLACK, block, bleed, bléd, blush,
blame, bless, bliss, (blab, bluff)
CLAS, clock, clap, clip, clam, clay
club, clash, click, clack, (clot,
clog, clod, clan)
FLY, flip, flap, flash, flush,
flame, flee, flake, (fleet, flick,
flock, fleck, fluff, flack, flab,
flog, flex)
PLAY, plan, plane, plate, pluck, plop,
plum, plus, (plush, plod)
glad, glass, glide, globe, glee,
(glib, glop)

DAY, SAY, PLAY, WAY, may, clay, gray, gay,
hay, pay, pray, ray, tray

22: Cl-
bl, cl, fl, pl;
gl

ay

TRANSFER WORDS() ELEMENTSbrag
trash

brush, brim

crib, crab,
crush, cram,grab, (gram, grim,
grove, griff)

trim, (tram, trod)

drum, drove,
(drab, dram)prune, (prim, prod,
prom, prone, pride)flag
lay

*Again, beginning with Unit 21, the words in parentheses are those of especially low frequency.

TRANSFER WORDS

() ELEMENTS

CONSONANTS + PAST ELEMENTS

UNIT

23: sC-; ry
sk, sl, sm,
sp, st;
sn, sw
(sc)

SKY, skin, skip, skid, skill, (skit)
SLEEP, slip, slid, slot,
sled, slash, slide, sly
(slat, slug, slay, slate, slave,
slime, slope, sleek, sleet, slack, slick)
SMILE, smog, smash, small, smack,
(smote, smock)
SPELL, spin, spot, spill, spy, spit
(span)
STOP, still, stay, stale, state,
stole, stall, steep, stack, stick,
stock, stuck, stash, stake, stoke, sty
snake, snap, snip, snack, snuck, (snag,
snug)
swell, sweet, swish, (swig, swine,
swine, swipe, sway)

skim
slam, slim,
(slab, slum, slush)

smell
slap

stiff, stuff,
stove (staff)

sniff, (snob)

swim; swam

scalé, scat, scab,
(scan) scum, scone,
scope

UNIT

24: -CC /
 lf (elf)
 mp (imp)
 nd (and, end)
 nt (ant)
 st
 (lp; ld, lm, lt)

CONSONANTS + UNIT ELEMENTS

ELF, SELF, shelf
 golf
 gulf
 camp, damp, champ, stamp, (ramp, cramp,
 tramp, clamp)
 IMP, limp, chimp, (blimp, primp)
 JUMP, bump, dump, lump, pump,
 thump, grump, clump, plump, slump,
 stump
 AND, STAND, land, sand, band, hand,
 brand, grand, (bland, gland)
 END, SEND, bend, mend, blend,
 spend, lend, (tend, fend, trend)
 wind
 blond, fond, (bond)
 fund
 ANT, plant, chant, pant (grant, scant)
 WENT, tent, lent, sent, bent, rent,
 spent, (vent)
 hint, print, mint (tint, lint,
 glint, stint)
 hunt, grunt, stunt, (punt, bunt,
 runt, blunt, brunt)
 FAST, last, past, blast, (mast)
 BEST, test, nest, rest, west,
 pest, chest, (jest, lest, zest, quest,
 crest, blest)
 JUST, MUST, dust, crust, gust,
 trust, bust (lust)

TRANSFER WORDS() ELEMENTS

HELP, (kelp)
 held, weld, (meld)
 (helm)
 film
 belt, felt, melt
 (gilt, hilt,
 kilt, tilt)
 dent
 rust

UNIT

25: Ng, nk
lk, sk

CONSONANTS + UNIT ELEMENTS

SING, THING, KING, ring, bring, wing
sting, swing, dingdong, pingpong
(sling, cling, fling)

BANG, sang, rang, (clang)

LONG, song, (bong, gong, thong,
prong)

sung, rung, lung, hung, stung,
swung, (clung, flung, slung)

THINK, sink, rink, link,

mink, wink, drink, stink, blink,
(fink, kink, brink, clink,

chink, plink)

THANK, sank, rank, tank, bank, crank,
drank, (plank, clank, flank, shank)

honk

sunk, bunk, dunk, junk, chunk, drunk,
trunk, stunk, (funk, hunk, clunk)

MILK, SILK

(bulk, hulk)

mask, task (bask, cask, flask)

DESK

risk, (brisk, frisk)

(tusk, dusk, musk)

Review
-Vck vs, -Vck

bank, bask ((BACK)); sank ((sack))
tank, task ((tack)); rank ((rack))

flank, flask ((flack));

crank ((crack)); clank ((clack))

shank ((shack))

DESK ((deck))

sink, silk ((sick)); link ((LICK));

THINK ((thick));

brink, brisk ((brick));

wink, ((wick)); stink ((stick));

kink ((kick)); clink ((click));

chink, ((chick))

honk ((hock))

dunk, dusk ((duck)); sunk ((suck));

tusk ((tuck)); bunk ((buck));

trunk ((truck)); stunk ((stuck))

TRANSFER WORDS

hang
pink

() ELEMENTS

TRANSFER WORDS

BASE WORD + SUFFIX

UNIT

26: REVIEW WEEK

27: Suffixes

-ing, -s, -er

Base word + suffix;
no doubling final
consonant + no
dropping final e

SPELLING, GOING, SENDING
BOXING, waxing, mixing, fixing, taxing
DASHING, mashing, cashing, bashing
FISHING, wishing, rushing
TELLING, yelling, selling, filling, killing
CALLING, PULLING, falling
MISSING, messing, kissing, passing, tossing, fussing
huffing, puffing, adding, buzzing
KEEPING, needing, seeding, feeding, weeding, peeking,
seeking, peeping, seeping, beeping, meeting
BACKING, tacking, lacking, quacking, packing,
whacking, jacking
LICKING, picking, ticking, licking, kicking
ROCKING, locking, docking, mocking, shocking
pecking, checking
tucking, sucking, bucking, ducking, chucking
brushing
CRYING, crushing, crashing
drilling, dressing, drying
frying
pressing, prying, praying
TRYING, tracking, tricking
blushing, blessing, bleeding, blocking
clashing, clicking
FLYING, flashing, flushing, fleeing, flicking,
flocking, fluffing
PLAYING, plucking
slashing, sleeting
smashing, smelling, smacking
sniffing, snacking
spilling, spying
stalling, stashing, staffing, stuffing, staying, stacking,
sticking, stocking
swishing, swelling
JUMPING, clamping, stamping, limping, primping, bumping,
camping, dumping, thumping, pumping
HELPING, welding, filming, melting, tilting

sleeping
faster

TRANSFER WORDSUNITBASE WORD + SUFFIX

- 27: (continued)
-ing

STANDING, landing, banding, handing, branding
ending, tending, lepdng, bending, mending, blending,
spending
funding
panting, chanting, planting, granting
tinting, hinting, printing
hunting, punting, bunting, grunting
lasting, fasting, blasting
testing, nesting, resting, jesting
busting, rusting, dusting, trusting
SINGING, ringing, bringing, stinging, swinging,
clinging, flinging
BANGING, hanging, clanging
longing
THINKING, sinking, linking, winking, drinking,
stinking, blinking, clinking, plinking
THANKING, banking, cranking, clanking
honking
dunking, junking
MILKING
masking, basking
risking, frisking

(Any nouns or verbs whose plural or third person singular is formed by the base word + s. This includes -VCe words.)

TALLER, HELPER

BOXer, mixer, picker, kicker
PLAYER, SPELLer, bleeder, bluffer, clicker
JUMPer, camper, hunter, tester, duster
SINGER, THINKer, swinger, drinker, stinker

LONGer, QUICKer, thicker, sicker, maller

TALLer, RICHer, BLACKer, stiffer, sweeter, grander, drunker

ROCKer, locker, dresser, trucker, tanker, banker,
flicker, slicker, blender, bumper

-er

UNIT	CONSONANTS + UNIT ELEMENTS	() ELEMENTS	TRANSFER WORDS
28:	ar, ark, <u>arm</u> art (ard, arn)	HARD, yard, card YARN, darn	barn dart
29:	ir, <u>or</u> , orn, ort (irt, ird, irl, irst, urn, urt; ur)	SIR, stir, (fir) OR, FOR, (nor) SHORT, port, sort, fort, (snort) CORN, horn, morn, scorn, shorn, torn, worn	born sort
30:	FINAL TEST	SHIRT, dirt skirt, flirt BIRD, (gird) GIRL, whirl FIRST TURN, burn, (churn) HURT, (blurt) fur, (blur, slur, spur)	

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